

# Satchel Ford Road Elementary

5901 Satchel Ford Rd.

Columbia, S. C. 29206

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	649 Students	
<b>Principal</b>	Linda Moniuszko	803-738-7209
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Dr. Jasper Salmond	803-231-7556

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	23	3	1	0

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Good	Unsatisfactory	Yes

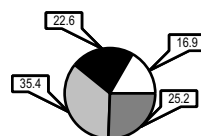
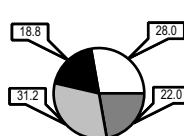
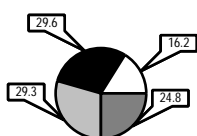
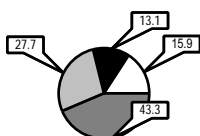
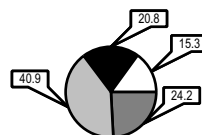
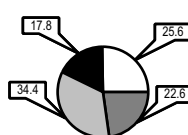
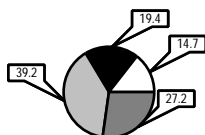
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	336	99.7	15.9	27.7	43.3	13.1	64.6	Yes	Yes
<b>Gender</b>									
Male	159	99.4	14.8	30.2	48.3	6.7	61.1		
Female	177	100.0	17.0	25.5	38.8	18.8	67.9		
<b>Racial/Ethnic Group</b>									
White	238	99.6	9.5	24.7	48.9	16.9	72.3	Yes	Yes
African American	87	100.0	36.0	37.3	25.3	1.3	40.0	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	294	99.7	10.5	26.4	48.6	14.5	72.1		
Disabled	42	100.0	55.3	36.8	5.3	2.6	10.5	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	336	99.7	15.9	27.7	43.3	13.1	64.6		
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	329	99.7	15.6	27.9	43.5	13.0	64.9		
<b>Socio-Economic Status</b>									
Subsidized meals	97	100.0	33.3	38.1	22.6	6.0	40.5	Yes	Yes
Full-pay meals	238	99.6	9.6	23.9	50.9	15.7	73.5		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	336	99.7	16.2	29.3	24.8	29.6	65.0	Yes	Yes
<b>Gender</b>									
Male	159	99.4	14.8	25.5	28.9	30.9	71.1		
Female	177	100.0	17.6	32.7	21.2	28.5	59.4		
<b>Racial/Ethnic Group</b>									
White	238	99.6	9.1	28.1	25.1	37.7	74.5	Yes	Yes
African American	87	100.0	40.0	33.3	21.3	5.3	34.7	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	294	99.7	10.5	29.0	26.8	33.7	71.4		
Disabled	42	100.0	57.9	31.6	10.5	0.0	18.4	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	336	99.7	16.2	29.3	24.8	29.6	65.0		
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	329	99.7	16.6	28.9	25.0	29.5	65.3		
<b>Socio-Economic Status</b>									
Subsidized meals	97	100.0	32.1	39.3	20.2	8.3	36.9	Yes	Yes
Full-pay meals	238	99.6	10.4	25.7	26.5	37.4	75.2		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	336	99.4	27.8	31.3	22.0	18.8	40.9
<b>Gender</b>							
Male	159	98.7	24.3	34.5	25.7	15.5	41.2
Female	177	100.0	30.9	28.5	18.8	21.8	40.6
<b>Racial/Ethnic Group</b>							
White	238	99.2	18.7	31.3	26.1	23.9	50.0
African American	87	100.0	57.3	29.3	9.3	4.0	13.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	294	99.3	22.2	32.7	24.0	21.1	45.1
Disabled	42	100.0	68.4	21.1	7.9	2.6	10.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	336	99.4	27.8	31.3	22.0	18.8	40.9
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	329	99.4	27.7	31.6	21.5	19.2	40.7
<b>Socio-Economic Status</b>							
Subsidized meals	97	100.0	56.0	27.4	10.7	6.0	16.7
Full-pay meals	238	99.2	17.5	32.8	26.2	23.6	49.8

<b>Social Studies</b>							
All Students	336	99.1	16.3	35.6	25.3	22.8	48.1
<b>Gender</b>							
Male	159	98.1	15.6	32.7	29.3	22.4	51.7
Female	177	100.0	17.0	38.2	21.8	23.0	44.8
<b>Racial/Ethnic Group</b>							
White	238	99.2	10.4	31.7	29.1	28.7	57.8
African American	87	98.9	35.1	45.9	13.5	5.4	18.9
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	294	99.3	12.0	34.9	28.0	25.1	53.1
Disabled	42	97.6	48.6	40.5	5.4	5.4	10.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	336	99.1	16.3	35.6	25.3	22.8	48.1
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	329	99.1	16.3	35.6	24.8	23.2	48.0
<b>Socio-Economic Status</b>							
Subsidized meals	97	99.0	36.1	38.6	18.1	7.2	25.3
Full-pay meals	238	99.2	9.2	34.5	27.9	28.4	56.3

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	118	100.0	5.2	20.0	47.0	27.8	74.8
	4	127	99.2	13.9	31.1	45.1	9.8	54.9
	5	130	100.0	16.4	35.2	42.2	6.3	48.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	96	100.0	9.8	20.7	46.7	22.8	69.6
	4	121	99.2	15.3	27.0	45.9	11.7	57.7
	5	119	100.0	20.9	34.5	38.2	6.4	44.5
	6	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	118	100.0	12.2	39.1	28.7	20.0	48.7
	4	127	100.0	17.1	35.8	17.9	29.3	47.2
	5	130	100.0	13.3	27.3	22.7	36.7	59.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	96	100.0	7.6	41.3	32.6	18.5	51.1
	4	121	99.2	18.9	14.4	33.3	33.3	66.7
	5	119	100.0	20.0	34.5	10.0	35.5	45.5
	6	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	96	99.0	26.4	31.9	29.7	12.1	41.8
	4	121	99.2	25.2	34.2	21.6	18.9	40.5
	5	119	100.0	30.9	28.2	16.4	24.5	40.9
	6	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	96	97.9	7.8	35.6	27.8	28.9	56.7
	4	121	99.2	14.4	33.3	26.1	26.1	52.3
	5	119	100.0	24.5	38.2	22.7	14.5	37.3
	6	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 649)</b>				
First graders who attended full-day kindergarten	91.3%	Down from 93.1%	99.5%	100.0%
Retention rate	2.4%	Up from 1.8%	1.6%	3.0%
Attendance rate	97.0%	No change	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.2%	Up from 6.7%	2.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.3%	Up from 6.2%	1.8%	3.2%
Eligible for gifted and talented	38.3%	Down from 39.4%	23.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.8%	Up from 6.5%	6.8%	8.2%
Older than usual for grade	0.8%	Up from 0.5%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n= 46)</b>				
Teachers with advanced degrees	60.9%	No change	52.9%	52.6%
Continuing contract teachers	84.8%	Down from 87.0%	87.1%	83.3%
Highly qualified teachers	95.2%	Down from 95.3%	93.9%	93.5%
Teachers with emergency or provisional certificates	4.7%	Up from 2.5%	0.0%	0.0%
Teachers returning from previous year	90.9%	Up from 89.5%	87.7%	87.0%
Teacher attendance rate	94.6%	Down from 96.3%	95.2%	95.0%
Average teacher salary	\$46,423	Up 7.3%	\$43,129	\$41,703
Prof. development days/teacher	14.2 days	Up from 10.1 days	12.0 days	12.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 18.2 to 1	20.0 to 1	18.8 to 1
Prime instructional time	91.2%	Down from 92.8%	91.1%	89.8%
Dollars spent per pupil*	\$6,340	Up 6.4%	\$5,764	\$6,242
Percent of expenditures for teacher salaries*	76.0%	No change	67.9%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.5%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the past school year, Satchel Ford Elementary was named a Palmetto Gold Award winner for the fourth year in a row. We also achieved 19 out of 19 objectives, qualifying our school as meeting Adequate Yearly Progress, according to No Child Left Behind legislation. Our school was designated an Arts in Basic Curriculum School by the SC Arts Commission. We applied for and were awarded two grants which helped fund our arts program, including the addition of a dance teacher, visiting artists, an artist-in-residence, and professional development for all teachers in the integration of the arts across curricular areas.

More than 58% of students in grades three through five participate in the Advanced Academic Program. We provide assistance to every student scoring below basic on state assessments. An after-school tutoring program is offered to third-, fourth-, and fifth-grade students. Reading Recovery and tutors work with small groups of first- and second-grade at-risk students. A part-time instructional assistant in the science lab provides additional help to science teachers. About 18% of students qualify to receive special academic and/or speech and language services based upon need. All students receive instruction in foreign language, computer literacy, and the creative arts, including drama and dance.

Satchel Ford continues to offer its own after-school care program until six o'clock in the evening. Satchel Ford teachers and instructional assistants staff the program. A snack, homework assistance, and supervised outdoor play are provided.

Our very active PTO helps fund programs and initiatives that make Satchel Ford a special place. Foster Grandparents volunteer daily to assist handicapped students. Community volunteers serve as a tremendous resource. Parents and grandparents read with small groups of students, serve as lunch buddies, mentor students and help with school projects and special events. We continue as a Professional Development School with Columbia College and work closely with our faith-based partner, Grace Church of Columbia. A.C. Flora High school students also volunteer and mentor students.

Students are active, involved, and contributing members of our community. Student Council leads the school in monthly community service projects. Safety Patrol helps to keep our students safe. Student ambassadors help new students acclimate to life here, and our morning news show is a student production called "The Braves Broadcast."

Linda Moniuszko, Principal,  
Tara Barr, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	40	99	83
Percent satisfied with learning environment	82.5%	89.9%	84.0%
Percent satisfied with social and physical environment	89.5%	87.8%	95.1%
Percent satisfied with school-home relations	95.0%	89.9%	73.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.